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ABSTRACT

These three newsletters for 1998 highlight the following topics and issues. The March newsletter features an article on streamlining the transfer ready model, which includes an equation to find the transfer directed rate and the transfer ready rate. The new transfer ready model is divided into three categories, the beginning cohort, the transfer directed, and the transfer ready. Also included is review of a report on the accountability and performance in the California community colleges. Recommendations are included. The July newsletter focuses on uses of technology in community colleges and points to sources that provide informative accounts on instructor's experiences with technology and information about using technology tools in teaching. The newsletter also revisits a study on wage data, which supports the notion that there is a positive relationship between formal education and earnings. Implications on community colleges are included. The October issue looks at performance based funding and budgeting as a drastic departure from traditional budgeting. This paradigm shift expects to effectively utilize tax dollars while increasing accountability and services. All newsletters also highlight regional news and messages from the president. (JJL)

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Newsletter of the National Council for Research and Planning, 1998

Katrin Spinetta
Editor

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Newsletter of the National Council for Research and Planning

March 1998

http://www.raritanval.edu/ncrp/

Streamlining the Transfer Ready Model

Richard A. Rasor and James E. Barr at American River College have developed a new transfer ready model. Their goal was to maintain the integrity of the original model they developed, delete highly redundant measures, and simplify it for statewide use. In this new model, a student can meet the requirements for becoming transfer ready by taking some courses outside the college. If the model becomes implemented by the State Chancellor's Office for California Community Colleges, transfer units taken at *any* California public community college would be counted toward meeting the requirements of becoming transfer ready. They eliminated any specific course numbering that defined the transfer directed cohort. Instead, the transfer directed became those students who enrolled in *any* transfer level English course and in *any* transfer level math or statistics course within four years of admission to the college. Removing specific course numbers (yet still indicating transfer level) should make the model much easier to apply system-wide. They found that nearly all students who fit this new operational definition also met the original definition for being transfer directed. Following that, they changed the ending requirements from 56+ transfer units with a 2.0+ GPA and successful completion of English composition and math, to simply 56+ transfer units with a 2.0+ GPA. Deleted were completion of English and math (or statistics). The logic was simple-- they doubted that many students would enroll in a transfer level English, transfer math, and complete 56+ transfer units with a 2.0+ GPA, and not also complete English and math. In summary, the new transfer ready model looks like this:

Beginning Cohort: All new, fall semester freshmen students with at least one grade of record.

Transfer Directed: All freshmen who enrolled in a transfer level English course and a transfer level math or statistics course within four years of admission. A percentage of all freshmen is also determined.

Transfer Ready: Those transfer directed students who completed 56+ transfer units with a 2.0+ GPA within four years of admission.

$$\text{Transfer Directed Rate} = \frac{\text{Count of Transfer Directed}}{\text{Count of All Freshmen}} \times 100$$

$$\text{Transfer Ready Rate} = \frac{\text{Count of Transfer Ready}}{\text{Count of Transfer Directed}} \times 100$$

In adddition to the SRTK data, community colleges should report supplemental rates based upon different models. An analysis of data from The Los Rios District has shown that the SRTK component on transfer will be misleading to the public and that something else must also be reported. They believe that the new transfer ready model could be that "something else" and that it can be easily adopted by the State Chancellor's Office for computing transfer directed and transfer ready rates for all community colleges in the state. For further information contact: Richard A. Rasor, Research Coordinator, American River College, 916/484-8166 rasorr@wserver.arc.losrios.cc.ca.us ■

NCRP Best Paper "New Approaches to the Analysis of Academic Outcomes," a paper by Karl Boughan, Supervisor of Institutional Research at Prince George's Community College, in Largo, MD, received NCRP's best paper award for 1997-98. Using two advanced structural modeling methodologies--path analysis and cluster analysis, parallel models of the academic programs at Prince George's Community College were developed. Path analysis revealed the centrality of student attitude factors (motivation, flexibility, academic gamesmanship) to study career success. Cluster analysis identified several varieties of success-prone students. The paper will be presented at the AIR Forum in Minneapolis on Tuesday, May 19, 1998, 2:20 to 3:00 p.m. at the Regal Hotel Satellite 8/9 (Session 26-819). ■

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President's Message

If you have not already done so, I hope you will make plans to attend both the **78th Annual AACC Convention** in Miami Beach, Florida, April 25-28, 1998, (http://www.aacc.nche.edu/confmcs/97conf/index.htm), and, of course, the **38th Annual AIR Forum**, in Minneapolis (http://www.fsu.edu/~air/minn98.htm).

Please plan to attend the NCRP no-host dinner ($35/person) scheduled for Saturday, May 16, 1998, at 6:00 p.m. We will meet in the First Floor Lobby, Nicollet Promenade, at the Hyatt Regency Hotel and go to The Table of Contents Restaurant, a few blocks west of the hotel. Family and friends are invited. Take this opportunity to enjoy a good meal and socialize with others interested in community and technical college issues. The restaurant received rave reviews in *Gourmet* magazine.

On Sunday, May 17, 1998, from 1:00 to 3:00 p.m. the NCRP Executive Board will meet in Lake of the Isles. Elected officials and regional directors will meet to discuss issues and make plans for the coming year.

On Sunday, May 17, 1998, from 3:00 to 4:00 p.m. in Satellite 6/7 all community and technical college researchers and planners are invited to meet and plan the 1998-99 agenda for NCRP. Outstanding contributions of selected people involved in research and planning in community and technical colleges will also be recognized.

Quite a few NCRP members will be presenting papers at the Forum! Please make it a point to attend their sessions and introduce yourselves.

If you are interested in a position on NCRP's executive board or would like to be a regional director, please let me know. Additionally, if you have ideas about services NCRP should provide, do not hesitate to bring them to our attention. Together we can continue to serve the interests and needs of institutional research and planning professionals in two-year, postsecondary educational institutions. NCRP's purpose is:

- To identify and articulate issues at the local, state, and national levels affecting research and planning at 2-year, postsecondary educational institutions.
- To promote interest in and concern for research, planning, and information-based management as integral parts of 2-year, postsecondary institutions.
- To facilitate communication and the exchange of information among the membership and other interest groups on current trends and practices in educational and institutional research and planning.
- To promote training and professional development of those involved in research and planning at two-year, postsecondary institutions.
- To participate in the formation of AACC policies with a particular emphasis on those which affect research and planning.
- To coordinate activities with related interest groups and associations to maximize resources.
- To facilitate cooperation and communication among various other agencies, organizations, and associations on matters of mutual concern.

—Katrin Spinetta

NCRP Membership

NCRP provides a national network of research and planning professionals. In addition to the *Journal of Applied Research in the Community College*, members also receive copies of *Parameters*, the NCRP newsletter, and a directory of NCRP members. NCRP also produces a periodic review of research in the AACC Journal.

Individual membership $40.00

Institutional membership $75.00 for 3 persons, $20 for each additional person

Make check payable to NCRP

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NCRP Travel Grant

The deadline for applying for NCRP's travel grant is March 16, 1998. One NCRP member will be awarded $800 to help defray the expenses involved in attending the AIR Forum in Minneapolis, MN from May 17-20, 1998. Selection criteria include financial need, membership in good standing in NCRP for at least two years, service to NCRP, and participation in the Forum program (presenting a paper or workshop, moderating a panel, or facilitating a table topic). Application forms are available from Scott J. Parke, Director, Policy Studies, Illinois Community College Board, 217/785-0154 FAX: 217/524-4981
sparke@iccb.state.il.us

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Accountability & Performance In the California Community Colleges

In her report, "Inside Out: Accountability and Performance in the California Community Colleges," Janis Cox Jones, Dean of Instruction at Cosumnes River College in Sacramento, provides a serious look at accountability models, including those developed within the community colleges, those developed externally by the legislature, and some that could be developed by analysts in a wide variety of agencies with varying agendas.

The report, which is available on the NCRP webpage (www.raritanval.edu/ncrp) concludes with the following observations and suggestions:

- We need to work with both internal and external models, looking not only at "friendly, comfortable" outcomes data, but at outcomes data our critics might use.

- We need to recognize that the data for outcomes analyses is widely available. Even if the data submitted by the colleges is inaccurate, if it's on the MIS or published, it's available to the critics as well as the "family." Outcomes information also needs to be effectively tied to the student goal information at both local and statewide levels.

- We need to acknowledge our weaknesses. Where outcomes don't meet expectations, analyze why, develop plans to address problems, and research and report our results.

- We should determine what we (community colleges) do well and what we don't do well. With what kinds and levels of students are we successful? For those we're not successful with, who else should serve them? Both the Master Plan Commission and the Commission on Innovation had ideas in these areas; could they work?

- We need to prepare for debate on alternatives already under discussion:

  - Performance-based funding (when and how?)
  - Academic standards for entrance to community colleges (a high school diploma? some level above elementary-school-level skills?)
  - A level beneath which the community colleges don't offer instruction (the Master Plan Commission debated this; is it time now?)
  - The appropriate roles of non-credit adult basic education and community services in meeting remedial education and ESL needs
  - Expanding admissions eligibility percentages for UC and CSU from one-eighth and one-third to accommodate more freshmen and sophomores
  - Community colleges as technical institutes, devoted to workplace preparation (as in some other states)
  - Community colleges as sole providers of first two years of collegiate instruction, with UC and CSU concentrating on upper division, graduate levels
  - Community colleges doing all university-level remediation for CSU and UC students on their campuses (the Sacramento City College/UC Davis model)
  - Mandated prerequisites and assessment test results for course placement; exit exams (by course, by department, by college?)

Finally, we need to acknowledge that our current funding mechanism is a major obstacle to quality outcomes. The California Community Colleges are currently funded on production of weekly student contact hours (WSCH); this is our outcome and we produce lots of it. We chase WSCH to improve our income. There is no fiscal incentive to produce other outcomes: the student who attends full time and gets barely passing grades in largely remedial courses produces the same income to the college as the student who attends the same amount of time and receives a degree, gets a job, or transfers. In fact, we may be producing WSCH to the detriment of more important outcomes.

Given the low level at which we produce tangible outcomes such as transfer, employment, degrees or certificates, performance-based funding may well be an idea whose time has come. Such funding could provide the necessary incentive for improved outcomes. Phasing performance-based funding in over several years, while the MIS data gets better and the performance measures are fine-tuned, is the responsible course of action for the Legislature to adopt. Incentive, not punishment, is the approach that will lead to better education for all students. But most of all, we in the community colleges need to educate ourselves about our "outcomes," and if we don't like what we see, begin the work of changing what we are doing and how we are doing it. After all, our students will be the chief beneficiaries of higher standards and improved outcomes. Performance-based funding may give us the push, but it is we who must walk the miles to the horizon of institutional and student excellence. ■

NCRP Annual Elections

NCRP is currently seeking nominations for president-elect and regional directors for the following regions:

II: Northeast (NJ, NY, Puerto Rico, the Virgin Islands, Quebec)
III: Mid Atlantic (DE, DC, MD, PA, VA, WV)
VI: Central South (AK, LA, NM, OK, TX)
VII: Central Midwest (IA, KS, MO, NE)
VIII: Rocky Mountain (CO, MA, ND, SD, UT, WY, Alberta, Saskatchewan)
IX: Southwest (AZ, CA, HI, NV, the Pacific Trust)
X: Northwest (AK, ID, OR, WA, British Columbia)

The individual chosen as the president-elect makes a three year commitment (president-elect, president, past president) to lead the council. As president, this person will be charged with leading NCRP's Executive Board, presiding over all meetings of the council, scheduling and conducting conference calls of the Executive Board, and representing the group at the national level. AACC related travel expenses are reimbursed by the council.

Regional Directors serve for two years. They serve as a critical communication link with current and potential NCRP members. They encourage membership and active participation in council activities, provide information to the Newsletter editor about activities in the region, act as liaison between the regional NCRP membership and other appropriate regional organizations; serve as members of the Executive Board and on committees of the Executive Board, and submit an annual report of regional activities and needs to the Executive Board.

If you are interested in one of these positions or would like to nominate someone, contact Scott Parke by MARCH 16, 1998.

Scott J. Parke, Ph.D., NCRP Past President
Dir., Policy Studies, Illinois Comm. College Board
401 East Capitol Avenue, Springfield, IL 62701-1711
Voice: 217/785-0154, FAX: 217/524-4981, E-mail: sparke@iccb.state.il.us ■

NCRP Award Nominations

NCRP periodically recognizes colleagues who have made outstanding contributions in research, planning, and information-based management to two-year postsecondary institutions, to NCRP, or to both.

Practitioner Recognition Award. Awarded to the individual at an institution who has made a significant contribution in the application of research and planning to institutional decision making.

Management Recognition Award. Awarded to the chief executive officer at an institution who has made a significant contribution to the advancement of research, panning, and information-based management.

Special Recognition Award. Awarded to the professional who has made an outstanding contribution to the goals and aims of research and planning for two-year postsecondary institutions.

Service Recognition Award. Awarded to the NCRP member who has made a significant contribution toward advancement of the purposes and goal of the Council.

Outstanding Journal Contribution. Awarded to the author(s) of a research-based or policy discussion article published in the *Journal of Applied Research in the Community College*.

Please send nominations to:

Katrin Spinetta, President NCRP
Peralta Community Colleges
333 E. Eighth St., Oakland CA 94606
510/466-7300, E-mail: kspinetta@peralta.cc.ca.us

The NCRP Executive Board will review the nominations and will make the awards at the annual meeting or on other appropriate occasions. ■

The National Community College Workforce Development Database

The National Community College Workforce Development Database, designed by NETWORK, America's Two-Year Employment, Training and Literacy Consortium, in collaboration with the American Association of Community Colleges (AACC) enables community colleges to develop curriculum in less time and at a lower cost. You can search for individual program information developed by community and technical colleges across the country. Included are data on selected institutions, as well as individual public or private sector program information. Search results will include: contact information, instructional texts, program descriptions, the number of individuals served by the program, major program outcomes, the total cost of the program, a curriculum outline, types of equipment used in training, and companies or government agencies that have purchased the training. http://www.ttrc.doleta.gov/network/

Regional News

Region I: Mary Ellen Goldstein, Regional Director
(mgoldstein@hcc.mass.edu)
CT, ME, MA, NH, RI, VT

In Massachusetts, the Board of Higher Education (BOHE), the controlling body for state colleges, community colleges and universities (except the U. Mass. system) has ordained that over the next 3-4 years upper division institutions must terminate admission of students in need of remedial instruction. George Carlin, the chair of BOHE, wants the community colleges to become the only providers of remedial education. Whether this will prove economically feasible for baccalaureate granting institutions or whether this will really take place remains to be seen.

Region V: Garry Heberer, Regional Director
(HEBERER@edison.cc.oh.us)
IL,IN,MI,MN,OH,WI,Ontario

In Ohio, OAIR is planning a one-day conference on March 9 about sources of data for institutional research. John Minter is going to be the key-note speaker followed by a panel from Ohio discussing local sources of data on education, labor, economy, and population.

The Ohio Board of Regents' new data system, Higher Education Information (HEI), has gone live as of Jan. 1 for student enrollment and course reporting. Space, finance, and personnel will come on-line later in the year. The new information system is being greeted with both anticipation and trepidation. Anticipation because now we will be able to track transfer students as they move to any of the public and some private institutions. Trepidation because we have moved into a system that permits the state to track individual faculty and their students. We have also switched from a subsidy model based on fall and summer term enrollment to one based on all term enrollment.

As part of the program assessment process, the Office of Institutional Research at the University of Rio Grande/ Rio Grande Community College completed the first cost and productivity study of academic disciplines, using the 1997 National Study of Instructional Costs and Productivity methodology developed at the University of Delaware. (Those who attended the Fall 1997 OAIR meeting in Columbus may remember the presentation by Michael Middaugh. Contact Michael Middaugh or Linda Graham at Middaugh@UDEL.EDU or Rosalinda.Graham@MVS.UDEL.EDU)

A benefit of participation in the study includes several useful cost and productivity ratios that are automatically computed and immediately available to the individual campus:

- FTE instructors in discipline
- Ratio of tenure track to supplemental instructors
- Direct instructional cost per credit hour
- Direct instructional cost per FTE student
- FTE students taught in the discipline per year
- Personnel costs as a percent of total direct instructional cost.

For further information, contact: Catherine S. Clark, Institutional Research, University of Rio Grande, Rio Grande OH 45674; 614/245-7532 voice, 5035 FAX

Region VIII: Norine J. Domenico, Regional Director
(CA_NORINE@CCCS.CCCOES.EDU)
CO, MT, ND, SD, UT, WY, Alberta, Saskatchewan

Colorado's community college system is offering a new associate degree program that students anywhere will be able to take entirely over the Internet. Instructors will teach using a combination of streaming video, animated graphics, on-line chat rooms, electronic mail, and World Wide Web pages. Students will be able to register, complete financial aid forms, order textbooks, and take quizzes via the Web. Professors and students will communicate using electronic mailing lists, chat rooms, and a toll-free telephone number. The first degree offered will be an associate degree in business administration. The courses will be designed to match the needs of the new Western Governors University, a virtual university being developed by 15 states and Guam.

Region IX: Lou Attinasi, Regional Director
(LATTINASI@pimacc.pima.edu)
AZ, CA, HI, NV, the Pacific Trust

Eleven multi-campus community colleges from throughout the United States have joined together to form an information-sharing consortium. The consortium was initiated late last year by Dr. Robert Jensen, Chancellor of Pima Community College in Tucson, Arizona, so that

the member institutions would have access to benchmarking data. In addition to Pima, colleges in the states of Florida, Michigan, Ohio, Oklahoma, Oregon, Pennsylvania, and Texas have joined the consortium. Members of the consortium already are sharing information on faculty workload, human resource allocation, and library organization.

Pima Community College in Tucson, Arizona has undertaken an extensive benchmarking project in order to understand what constitutes best practice in a number of academic and occupational programs. Members of the Pima faculty and administration have visited community colleges throughout the United States which are acknowledged to have model programs in aviation, business, culinary arts, early childhood education, and distance and contract learning. Pima will use the information gathered through the trips in making decisions about how to implement its recently revised educational master plan.

The Arizona Association for Institutional Research (AZAIR) met on February 5 and 6 in Yuma. The conference theme was "Partnerships and Collaborations." Included in the program were presentations on the newly established Arizona Statewide Student Information System, which will permit community colleges and state universities for the first time to track their students throughout the public higher education system in Arizona, and a labor market information consortium recently established in Tucson. A workshop on assessing student learning was held on the second day of the conference.

The RP Group, the researchers and planners of the California Community Colleges, will be holding a workshop on Data Resources and Intersegmental Data Exchange on March 6 at Long Beach City College and March 13 at the Los Rios Community College District. Featured topics include (1) "The Western States Education Data Sharing Consortium" by Jan Taylor, Information Systems Supervisor, California Postsecondary Education Commission; (2) "Data Resources Available from the State Chancellor's Office Management Information System / Suggested Tools & Uses for MIS Data Resources" by Jan Paulson, Director, MIS Program Development & Support and Patrick Perry, Specialist, Management Information Systems, Chancellor's Office, and Chris Olson, Research Analyst, Mission College; (3) "How to Use the UI-Wage Record and Core Measures Data" by Jorge Sanchez, Director of Vocational Education & Institutional Research and Frankie Santos Laanan, Senior Research Analyst of Vocational and Institutional Research, Coast Community College District; (4) "Transfer Rates for California Community College Students Who Matriculate to the CSU and the UC" by Philip Garcia, Deputy Director, Analytic Studies, CSU Office of the Chancellor.

The RP Group is holding its 36th Annual Research Conference at the Granlibakken Conference Center, Lake Tahoe, CA on April 15-17, 1998. Among the presenters are Leonard Isaksen, West Los Angeles College and Rita Mize, the Community College League of California, reporting on their recent study of tenure and retention of California community college chief executive officers. Preliminary findings show that the length of service of CEOs in California is dropping slightly from 6.4 years in 1976-80 to 5.0 years for 1991-95. National data (from the American Council on Education and George Vaughan's studies of the community college presidency) indicate that the length of tenure is rising. There appears to be no difference, however, in the annual turnover rates of California CEOs and those in other states. ■

Research Grant

The Council of North Central Two Year Colleges and the North Central Association of Colleges and Schools Commission on Institutions of Higher Education are requesting proposals for studies that have a regionwide interest and/or impact upon the teaching/learning process across or within particular disciplines. Approved grants will be funded up to a maximum of $1,500. Application deadline: August 1, 1998. For application forms contact Barbara Mehnert, Executive Director, 816/672-2371 FAX 816/672-2025

AACC Research Commission Meeting

Jeff Seybert, Director of Research, Evaluation and Instructional Development, Johnson County Community College and NCRP's research liaison, attended the AACC Research Commission meeting on November 4-5, 1997, in Washington, DC. His full report is available at http://www.peralta.cc.ca.us/indev/ncrp/ncrp.htm Below are some highlights of the meeting.

Classification of Community Colleges: Steve Katsinas, Associate Professor, Educational Leadership at the University of Toledo, made a presentation on the Carnegie-style classification system that he researched and is proposing for community colleges. The classification system is based upon objective data (geography, control, and enrollment size) and is designed to help bridge gaps in the literature that are apparent due to lack of agreed-upon definitions of institutional types for community colleges. This provides a classification system useful for analytical purposes, making theoretically similar comparison groups.

1998-99 Community College Research Agenda: Three broad areas emerged as generally constituting the primary focus of most community college research 1) access; 2) the learning process; 3) outcomes value-added. For the 1998-99 Community College Research Agenda, the commission identified five areas that are critical: 1) technology; 2) workforce training; 3) faculty and staff development; 4) collegiate preparation; 5) cost/finance. A decision was made to develop a matrix research agenda in which the three broad areas would remain constant for all topics.

Budgeting for Results: South Carolina's Performance Indicators

Performance budgeting is increasing in popularity. Two-thirds of the states now either have or are likely to adopt programs that use results in their budgeting for public higher education. South Carolina is planning to base all of its public higher education spending on the following 37 performance factors:

- Expenditure of funds to achieve institutional mission
- Curricula offered to achieve mission
- Approval of a mission statement
- Adoption of a strategic plan to support the mission statement
- Attainment of goals of the strategic plan
- Academic and other credentials of professors and instructors
- Performance review system for faculty to include student and peer evaluations
- Post-tenure review for faculty
- Compensation of faculty
- Availability of faculty to students outside the classroom
- Community or public service activities of faculty for which no extra compensation is paid
- Class sizes and student-teacher ratios
- Number of credit hours taught by faculty
- Ratio of full-time faculty compared to other full-time employees
- Accreditation of degree-granting programs
- Institutional emphasis on quality teacher education and reform
- Sharing and use of technology, programs, equipment, supplies and source matter experts within the institution, with other institutions and with the business community
- Percentage of administrative costs compared with academic costs
- Use of best management practices
- Elimination of unjustified duplication and waste in administrative and academic programs
- Amount of general overhead costs
- SAT and ACT scores of student body
- High school standing, grade-point averages and activities of student body
- Postsecondary non-academic achievement of student body
- Priority on enrolling in-state students
- Graduation rate
- Employment rate for graduates
- Employer feedback on graduates who were employed or not employed
- Scores of graduates on post-graduate professional, graduate or employment-related examinations and certification tests
- Number of graduates who continue their education
- Credit hours earned by graduates
- Transferability of credits to and from the institution
- Continuing education programs for graduates and others
- Accessibility to the institution for all citizens of the state
- Financial support for reform in teacher education
- Amount of public and private sector grants
- Number of "distance education" credit hours

[From William Trombley, "Performance-Based Funding," National Crosstalk, A publication of the Higher Education Policy Institute, Vol 6, No. 1, Winter 1998] ■

National Council for Research and Planning
Executive Board Membership 1997-1998

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BULK RATE
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Parameters is the official newsletter of the National Council for Research and Planning. The NCRP is a council of the American Association of Community Colleges dedicated to improvement of two-year post-secondary education through research, planning and information-based management. NCRP is also an affiliate of the Association for Institutional Research.

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July 1998

http://www.raritanval.edu/ncrp/

Technology Tools for Today's Campuses

The 1998-99 AACC Research Agenda encourages research on areas related to the uses of technology in community colleges, including, for example, how distance education affects access, methodologies for analyzing the cost/benefit ratio for technologies, faculty development issues with regard to new and changing technologies, and appropriate uses of technology.

Students are entering a world in which 60% of the jobs will require technological competency. Data from the 1997 Campus Computing Survey indicate that "assisting faculty to integrate technology into instruction" is one of the most important information technology issues confronting the nation's colleges and universities. As our faculty begin to enhance traditional classroom presentations by integrating technology into the curriculum and engaging students in active learning, the experiences of colleagues is beneficial.

James L. Morrison, Chapel Hill, NC, has collected 72 articles from professors who have integrated various information productivity tools in their instruction. Available on the HORIZON website http://horizon.unc.edu/projects/monograph/CD/, the collection, published by the Microsoft Corporation, provides informative accounts of instructor's experiences with using technology. The articles provide useful information about using such tools as list servers, e-mail, the World Wide Web, or multi-user domains (MUDs) in teaching. Each article has links to illustrative materials such as syllabi, student papers written on the Web, and reference sites. Organized by subject area, you can see how fellow English, math, chemistry or other professors have incorporated technology in that particular instructional area. There are also sections that focus on instructional technology or on technological tools per se and a section where the articles focus on change and technological innovation in education. Articles are also organized under type of productivity tool used. For example, a number of articles describe how to use presentation software to enhance lectures.

As our institutions increasingly utilize technology in teaching as well as in performing administrative functions, it is the researchers task to devise ways to measure how the new processes affect learning and increase efficiency. ■

NCRP's 1998 Awards

Practitioner Award

Robert B. Barr, Director of Institutional Research and Planning, Palomar College (CA)

Richard A. Voorhees, Associate Vice President, Colorado Community College and Occupational Education System, Denver (CO)

Management Award

Robert D. Jensen, Chancellor, Pima Community College District, Tucson (AZ)

Special Recognition Award

Richard L. Alfred, Associate. Professor, Higher and Adult Continuing Education, University of Michigan, Ann Arbor (MI)

Service Recognition Award

Katrin Spinetta, Director of Institutional Development, Peralta Community College District (CA)

Best Journal Article

Trudy H. Bers, Senior Director, Research, Curriculum and Strategic Planning, Oakton Community College, Des Plaines (IL) "Self-Assessments, Academic Skills and Student Achievement," Spring 1997 NCRP Journal

Special Recognition for Research Commission Activities

Jeffrey A. Seybert, Director, Research, Evaluation and Instructional Development, Johnson County Community College, Overland Park (KS)

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Outgoing President's Message

It has been an honor and privilege to serve as President of NCRP and editor of *Parameters*, NCRP's newsletter, during 1997-98 and to work closely with such a knowledgeable and dedicated group of officers, directors, and volunteers. Thanks to the efforts of all those who have contributed their expertise and energy, NCRP ends the year with a membership count close to 500 and a very solid financial position.

First of all, thanks to the officers on the Executive Board for their dedication in running the organization: Past President Scott J. Parke, Director, Policy Studies, Illinois Community College Board (IL); Karen A. Conklin, Market and Survey Research Analyst, Office of Institutional Research, Johnson County Community College, secretary/treasurer and *Membership Directory* editor; Gene Atkin, president-elect; and Benjamin L. Dilla, Director, Institutional Research, Westark College (AR), membership coordinator. Also many thanks to the outgoing and incoming regional directors, individually listed on the last page of this issue.

Thanks to Kevin Keefe, Mary Lou D'Allegro, and Cary Israel from Raritan Valley Community College (NJ) and Jo Ann Phillips in the Peralta Community College District (CA), NCRP has an excellent and up-to-date Internet web site. http://www.raritanval.edu /ncrp.

Thanks to Editor James C. Palmer, Associate Professor at Illinois State University, Mark Oromaner, Dean of Planning and Institutional Research at Hudson County Community College (NJ), and the highly capable assistance of the Editorial Advisory Board, the *Journal of Applied Research in the Community College* continues to be published with excellent articles. Thanks also to Richard L. Alfred and Patricia Carter at the University of Michigan for serving as guest editors for the special fall edition of the *Journal* which addressed institutional effectiveness in community colleges.

Thanks to Kent Farnsworth, President of Crowder College (MO) and Chair of AACC's Research Commission, Kent Phillippe at AACC, and Jeff Seybert, Johnson County Community College for their excellent council-sponsored session at AACC's 78th Annual Convention in Miami Beach, entitled "Reaching Toward Relevant Research and Planning," which addressed assessment of institutional effectiveness, student learning, and continuous improvement as front burner issues for the research agenda.

Thanks to Jeffrey A. Seybert, Director of Institutional Research at Johnson County Community College (KS), for serving as NCRP's designated representative on AACC's Research Commission. He has done an outstanding job of keeping NCRP's membership updated on Commission activities. Harriott Calhoun, Director of Institutional Research at Jefferson State Community College (AL) will serve as NCRP's liaison to AACC's Research Commission for 1998-2000.

Thanks to Loretta Seppanen, Richard Rasor, and Janis Cox Jones for allowing us to reproduce their articles on NCRP's website and all of you who submitted sample surveys for our survey bank.

Many thanks also to the many committee volunteers:

NCRP Best Paper Selection Committee
Chairperson Gene Atkin, Oakton Community College (IL)
Penny Armstrong, Elgin Community College (IL)
Lou Attinasi, Pima Community College (AZ)
Keith Howard, Ivy Tech State College (IN)
George Johnson, Parkland College (IL)
Mark Oromaner, Hudson County Community College (NJ)

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David L. Preston, Brazosport College (TX)
Gene Atkin, Oakton Comm. College (IL)
Susan K. Srbljan, Illinois Comm. College Board (IL)

Election Committee
Scott J. Parke (Chair), Illinois Comm. College Board (IL)
Virginia K. McMillan, Illinois Comm. College Board (IL)
Susan K. Srbljan, Illinois Comm. College Board (IL)

NCRP Financial Audit Committee
Dana Rosenberg, Eastern Iowa Community Colleges (IA)
Louis C. Attinasi, Pima Community College (AZ)
Frank Abou-Sayf, Kapiolani Community College (HI)

All of you help to make NCRP a successful organization.

—Katrin Spinetta

Track 8: Emerging Issues in Higher Education

The 1999 AIR Seattle Forum is soliciting proposals for a new track on emerging issues in higher education. Hot issues may center around community colleges and welfare reform, workforce and economic development, performance-based funding, cost of higher education, learning communities, virtual colleges, and other current and future, critical issues. If interested, contact Katrin Spinetta <kspinetta@peralta.cc.ca.us> or Susan Gertel at AACC sgertel@garnet.fsu.edu

Incoming President's Message

It was good to see so many of you at the NCRP and AIR meetings last month in Minneapolis. If you were in Minneapolis and would like to write a few lines about Forum experiences that really stood out for you and might be of interest to other NCRP members--a session, an event, or something else, send them to Katrin Spinetta, our Parameters editor. (We welcome negative feedback too, but won't publish that.)

One of my goals for the coming year is to promote communication within NCRP. If you know of meetings of regional or state associations or of other groups meeting in your region, feed the information to your regional director. If you have written survey questionnaires you'd like to make available on NCRP's web site, take a look at those posted on our web site, <www.raritanval.edu/ncrp>. If yours is somewhat different, send an electronic copy to Katrin Spinetta <kspinetta@peralta.cc.ca.us> or myself <genea@oakton.edu>.

There are a lot of new initiatives out there relative to research for program review and institutional effectiveness, and no single right way to do it. Our list-serv is a good way to be in communication with others who are facing similar problems, or have done so recently. <ncrp-list@cerritos.edu>

A big part of NCRP's program is rewarding excellence. Annually, we present a number of awards which are listed in the NCRP constitution in your paper directory (pp. 26-27) and on the web page. Again, the process is to nominate papers, etc. to any of the board members or to regional directors who will participate in the process of their consideration. Such nominations can be made at any time. *Parameters* will include calls for nominations from time to time as well.

Finally, I want to say something about membership. NCRP is the only national group dedicated exclusively to improving community, technical, and two-year colleges through research, planning, and information-based management. Nearly 500 of the nation's 1200 community colleges are represented in NCRP, which means more than half aren't. If you have friends in neighboring districts who are not members, tell them about some of the benefits you are finding from your membership.

I am deeply honored that you have elected me president and am looking forward to serving you and the organization this coming year.

—Eugene Atkin

Dear Colleagues:

It is a great tribute, indeed, to be recognized by NCRP for my article "Self-Assessments, Academic Skills and Student Achievement," which was published in the Journal of Applied Research in the Community College. I'm sorry I was unable to be at the NCRP meeting during the AIR Forum in Minneapolis, but I was giving a workshop on focus group research at the same time.

NCRP was among the first professional associations with which I became involved. The colleagues and friends I met through the Council remain important to me, providing ideas, feedback, and continuing evidence that research in the community college is expanding in depth, breadth, and relevance. I want in particular to publicly thank Gene Atkin, the current NCRP president and my valued collaborator and research partner at Oakton. His commitment to high quality work both for the college and for the council is exemplary, and, without his assistance, I would not be able to achieve my own professional goals.

I'm proud to be part of NCRP, and to observe the extent to which NCRP members contribute to AIR and to other regional and national groups. Community colleges are being recognized, increasingly, as vital participants in higher education who have much to teach our four-year college and university colleagues. Thank you for honoring me.

Cordially,
Trudy Bers
Senior Director of Institutional Research, Curriculum, and Strategic Planning
Oakton Community College, IL

Government Relations/ Policy List Server

The Center for Policy in Higher Education's list server CPHE-L is now open to nonmembers.

It is a list server devoted to discussions on important policy issues like FERPA, student privacy, Solomon Amendment, SRTK/GRS, affirmative action, Hope Scholarships, IPEDS, veterans education, and campus security issues. To subscribe send a message to: Majordomo@enroll.unomaha.edu

Put nothing in the subject line. In the first line of the text type: subscribe CPHE-L

EDD-UI Wage Data Revisited

The presentation, "EDD-UI Wage Data Revisited: Economic Worth of an Associate Degree and Vocational Certificate from California Community Colleges - Methods, Analysis and Interpretation," was selected as the CAIR Best Paper for 1997-98.

One incentive that underlies individuals' decisions to attend college rather than enter the workforce upon graduating from high school is the expectation of higher paying jobs upon graduation from college. Most of this evidence is based on the differences between four-year college graduates and high school graduates. Although much has been written about the value of obtaining a baccalaureate degree on individual earnings, only recently has a wave of research studies been advanced, which has focused on the economic benefits of attending community colleges.

A recent study by Jorge R. Sanchez, Director, and Frankie Santos Laanan, Senior Research Analyst, in the Office of Vocational Education & Institutional Research at Coast Community College District examined data from the Employment Development Department Unemployment Insurance (EDD-UI) Wage Record and the California Community Colleges Chancellor's Office Management Information System (MIS) administrative database. Specifically, a cohort of leavers and completers, which is comprised of 841,000 students during the 1991-92 academic year, was examined. This study sought to answer the following questions: To what extent does completing an associate degree and a vocational certificate impact students' post-college earnings three years out of college? How do students' post-college earnings from last year in college, first year out of college, and third year out of college differ by educational attainment for all students and vocational students? What is the relationship between educational attainment and earnings for students under 25 and for students 25 and over? Are there differences by ethnic background, economic status, gender, and age group among vocational students?

The results of the study support the notion that there is a positive relationship between formal education and earnings. For students who are economically disadvantaged, completing more education is positively related to higher percent gains and actual earnings. Moreover, completing formalized programs enables graduates to meet the certification or screening requirements maintained by employers upon embarking into the world of work. Further, by investing in their education these students not only develop certain skills and abilities but also foster their human capital - intellectually, professionally, and personally.

Because community colleges in California are now required to utilize the EDD-UI Wage Record data for federally-funded final performance reports and program evaluation, there is a need to establish standard procedures to assess, understand, analyze, and interpret the data. Specifically, the data can be analyzed to assess colleges' program-level enrollment, completion, and follow-up employment of students. Given the availability of the data, colleges and districts can use the data for local programming, evaluation, and student advising. Individuals responsible for the data management, analysis, interpretation, and reporting must be acutely aware of specific "contextual information" required to adequately interpret the raw data displayed in these reports. Having an informed background of the local economy as well as the regional economy will assist in providing a framework to interpret the data to achieve meaningful results.

For further information contact:
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Coast Community College District
Vocational Education & Institutional Research
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E-mail: flaanan@cccd.edu

The 39th Annual AIR Forum

Mark your calendars for the 39th Annual AIR Forum to be held in Seattle, Washington from May 30 - June 2, 1999. The theme, "Cooperation & Collaboration: Building a Seamless Educational System," encompasses issues of transfer, remediation, lifetime learning, selective admissions, legislation and reporting requirements, tracking, adult learning styles, curriculum coordination, competency-based issues, licensure issues, economic impact issues, recruitment and retention, and distance learning/alternative educational methods. For further information about the Forum check the web site: http://www.irp.udel.edu/air99/air99intro.html

All 1998 Minneapolis Forum papers submitted for online access will be converted into a common format for viewing online. Information will be available about how to access the papers by early July. An E-mail will be sent to all current AIR Members when available.

Regional News

Region II: Mary Lou D'Allegro, Regional Director

(mdallegr@rvcc.raritanval.edu)

NJ, NY, Puerto Rico, Virgin Islands, Quebec

The performance indicators, which are slated to go into effect this academic year, will add little to the workload of institutional research offices across New Jersey. Nevertheless, they have been the cause of much anxiety. The performance indicators consist of four goals: 1) Improved Graduation Rates, 2) Improved Transfer and Articulation, 3) Improved Efficiency and Effectiveness, and 4) Diversified Revenues. Each goal contains two to four measurements to assess the extent to which an institution has reached that goal. For example, the process of assessing the outcomes for graduates is a measurement of Goal 3.

Some troubling issues arise from the use of the performance indicators that have been outlined by the New Jersey Office of Treasury. First, the goals are the same across all sectors, though each sector, as an aggregate, has different missions. Secondly, the measurements within each goal are weighted the same and each goal, in turn, is of equal importance. This weighting strategy, therefore, considers the combined transfer/graduation rate (one of three measurements in Goal 1) less important than external funding sources (one of two measurements in Goal 4). Taking a closer look at Goal 1, Improved Graduation Rates, the transfer rate will be determined by those students who transfer to NJ public, instate four-year colleges. This will undermine the true transfer rate, especially for the community colleges who reside in border counties or have no public four-year colleges in proximity.

One of the most unsettling issues concerning the performance indicators may be their implementation. Although the goals were not defined until the latter part of the 1997-1998 academic year, institutional performance will be evaluated based on this 1997-1998 academic year anyway. Hence the performance funding indicators were announced after they were to be implemented.

Fortunately, there has been a task force put into place by the community college sector and the NJ Council of Community Colleges. Their effort has succeeded in providing an open dialogue with the Office of Treasury. As a result, it has made some changes to the existing measurements. For example, the focus of graduation rates in Goal 1, Improved Graduation Rates, will be restricted to first time, full time degree seeking students.

New York has yet to tie funding to performance, but it will probably happen in the near future. SUNY plans to start with some performance funding for the state operated campuses. Sometime afterwards, the community colleges will follow suit. Among the indicators proposed in the 1996 statewide plan for higher education, is a requirement that institutions report the results of New York students on professional licensure exams. In addition, higher education institutions would be required to monitor their graduates' satisfaction with their education as well as employers' satisfaction with their graduates' performance and make this information public. Developing an annual institutional performance reporting system was among the strategies listed in the 1996 statewide plan to improve higher education.

Region III, Hershel Alexander, Regional Director

(hershela@charles.cc.md.us)

DE, DC, MD, PA, VA, WV

At the AIR conference in Minneapolis, Karl Boughan, Supervisor of Institutional Research at Prince George's Community College, MD, presented his paper, "New Approaches to the Analysis of Academic Outcomes: Modeling Student Performance at a Community College." This paper won the most recent NCRP Best Paper Award as well as the Best Paper Award for the Fall 1997 NEAIR conference in Hartford. Path analysis and cluster analysis were among the techniques that Karl utilized in the study.

Craig Clagett, Director of the Office of Institutional Research and Analysis at Prince George's Community College, will be NEAIR President during the organization's upcoming annual conference in Philadelphia (November 14 through 17). Current NEAIR members should receive registration packets by mail. For information about NEAIR membership and about the NEAIR conference, contact Brenda Bretz (NEAIR Membership Secretary) at 717/ 245-1680 or at bretz@dickinson.edu. Region III members are encouraged to participate in the NEAIR Special Interest Group session for two-year institutions.

In other news, Arlene Blaylock, Research Analyst at Montgomery College, MD, has been working on a joint retreat between the Maryland Community College Research Group and the Maryland Community College Deans of Student Services. The conference took place

June 4 and 5 at Ocean City, MD. This will be the second year in a row that institutional researchers in the state have spent their annual retreat with members of other community college affinity groups.

Region V: Susan Srbljan, Regional Director

(ssrbljan@iccb.state.il.us)

IL,IN,MI,MN,OH,WI,Ontario

The University of Rio Grande/Rio Grande Community College is awaiting the eminent arrival of a team from the North Central Association for a focused site visit. The 1994 comprehensive visit from North Central resulted in a recommendation that the next comprehensive visit be scheduled in 2004-2005 (the longest in the institution's history.) However, several areas were selected for a focused visit, including computerization and program evaluation/curriculum review.

Academic year 1995-95 marked the installation of a campus-wide optical fiber network, coordinated by Kingsley Meyer <kmeyer@urgrgcc.edu>, the Director of Campus Computing and Networking. New computer labs have been constructed, and hardware in existing laboratories and many offices have been updated. All students and employees now have e-mail accounts, and "train the trainer" sessions have been held to introduce the e-mail and Internet technology to all members of the campus community. Instructors are beginning to use technology in their classes, and integration between offices and committee members via the network is on the rise. The University website <http://www.urgrgcc.edu> is growing rapidly with the Spring 1997 course schedule.

As part of the program assessment process, the Office of Institutional Research completed the first cost and productivity study of academic disciplines, using the 1997 National Study of Instructional Costs and Productivity methodology developed at the University of Delaware. (Those who attended the Fall 1997 OAIR meeting in Columbus may remember the presentation by Michael Middaugh.) Instructions and an Excel or Lotus template available from the University of Delaware were provided, and campus data was submitted via FTP.

Nationwide comparison data will be available in a few months. But an immediate benefit of participation in the study includes several useful cost and productivity ratios that are automatically computed and immediately available to the individual campus: FTE instructors in discipline Ratio of tenure track v. supplemental instructors; direct instructional cost per credit hour; direct instructional cost per FTE student; FTE students taught in the discipline per year; and personnel costs as a percent of total direct instructional cost.

The current national study of four-year and graduate institutions may be extended to two-year institutions next year. If no cost studies are currently part of the assessment and planning process at your college, you may wish to participate in this study. Contact Michael Middaugh or Linda Graham at Middaugh@UDEL.EDU or Rosalinda.Graham@MVS.UDEL.EDU

For further information about the University of Rio Grande/Rio Grande Community College, contact Catherine S. Clark, Institutional Research, University of Rio Grande, Rio Grande OH 45674; 614/245-7532 voice, 5035 fax

Region VI: Benjamin L. Dilla, Regional Director

(bdilla@systema.westark.edu)

AR, LA, NM, OK, TX

For several years, New Mexico has used a report card system to show accountability in higher education. The 1997 session of the state legislature funded the Excellence in Higher Education committee to look into how well the state's post secondary institutions were doing. One bill introduced into the 1998 legislative session was designed to help move higher education toward a set of accountability measures to replace the report card. The bill did not make it through the session, but there is still plenty of interest in the development of new accountability measures.

Since the 1997 session, the New Mexico Association of Community Colleges has moved forward with an initiative to develop a common approach to identifying, measuring, and reporting on a set of community college effectiveness indicators. Frank Renz, Executive Director of the NMACC, put together a group of people to work on the project. The group consists of data coordinators, institutional researchers and institutional effectiveness people from the member community colleges. Renz started with the Core Indicators of the American Association of Community Colleges and presented the group with a working document. A revised draft was presented to the New Mexico Commission on Higher Education (CHE) in December 1997 and has been fine tuned during subsequent meetings.

The document includes six major areas, around which research questions, measurement, and data sources are organized. The six areas are:

- Preparedness of high school students for post-secondary education
- Transition of secondary education students to post-secondary education and two-year to four-year
- Retention of students
- Rates of completing programs or other measures of attainment of the students' educational goals
- Effectiveness measures and costs
- Participation and success of underrepresented students

At this time, the group has agreed on the areas, and members have begun to work on data gathering in particular areas in order to develop methodology, determine ease or difficulty of data collection, and whether all members can gather the same data. If successful, the approach will begin to address the concerns of the legislature, the CHE, and the community colleges.

Several Region VI members participated in the program at the 38th Annual Forum of the Association for Institutional Research (AIR) in Minneapolis, May 17-20, 1998. Richard Bailey, Director of Planning, Research, and Evaluation for the San Jacinto College District, was an author/presenter for the Texas AIR Best Presentation on "The Determination of Student Perceptions of College Services: Analysis and Policy Implementation." Richard also hosted the SPSS Users Special Interest Group (SIG) on Monday.

Darline Morris, Director of Institutional Effectiveness, Research, & Planning at Texas State Technical College, Waco, presented a paper entitled, "Student Environment Model: A Measure of Institutional Effectiveness."

David Preston, Director of Research and Planning at Brazosport College, presented "Lonestar, CSSEQ, and Institutional Effectiveness at Brazosport College" and convened a Breakfast Table Topic session on "Is There Life After Compensatory Education?"

Since I've just been appointed to a one-year term as

Region IX: Frankie Santos Laanan, Regional Director

(flaanan@cccd.edu)

AZ, CA, HI, NV, the Pacific Trust

The 1998 CAIR Annual Conference will be held on November 12-13 in San Diego at the Doubletree Hotel Mission Valley, San Diego, CA. The theme is "Meeting the Challenges of Change in California Higher Education." Proposals are due on Friday, July 17, 1998.

Contact: Fran Horvath, Director of IR
CSU Northridge 818-677-3277
fran.horvath@csun.edu
Detailed information about the conference themes and the proposal can be obtained at the following: http://www.cair.org/conferences/

Region X: Jack Bautsch, Regional Director

(bauts@seaccc.ctc.edu)

AK, ID, OR, WA, British Columbia

370 instructors from two- and four-year institutions throughout the northwest attended the Washington State Higher Education Assessment Conference in Bellingham, WA on May 13-15. The conference theme, "Creating a Shared Vision: Connecting Teaching, Learning and Assessment," emphasized the importance of keeping assessment efforts closely linked with teaching and learning. This concern has been on the minds of many, especially in Washington State, in the wake of new performance indicators mandated by the state legislature in 1997.

The twentieth annual conference of the Pacific Northwest Association for Institutional Research and Planning is planned for October 21-23 in Spokane, WA. Under the theme of "Putting it All Together: IR After the '90's," this conference will examine the multiple demands of performance funding, outcomes assessment, planning, institutional effectiveness and institutional change. Conference chair is Craig Taylor (Lane CC, Eugene, OR, taylorc@lanecc.edu). Conference registration information available from Juliette Stoering (Portland State University, Portland, OR, stoerij@oirp.pdx.edu). ■

New Expeditions: Charting the Second Century of Community Colleges

New Expeditions, a joint AACC-ACCT enterprise, is exploring challenges and problems faced by community colleges now and in the 21st century and seeks your ideas and vision. Supported by the W.K Kellogg Foundation, the project will culminate in a national report by the end of 1999, including a series of recommendations for action. The 21-month project aims to set a vision and strategic direction for the nation's community colleges. Contacts: Dibya Sarkar (202) 728-0200 <dsarkar @aacc.nche.edu> or Lynn Barnett <lbarnett@aacc.nche.edu>

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Katrin Spinetta, Ed.D.
Editor, *Parameters*
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BULK RATE
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P A I D
Johnson County
Community College

Parameters is the official newsletter of the National Council for Research and Planning. The NCRP is a council of the American Association of Community Colleges dedicated to improvement of two-year post-secondary education through research, planning and information-based management. NCRP is also an affiliate of the Association for Institutional Research.

Layout: Jo Ann Phillips

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NCRParameters

Newsletter of the National Council for Research and Planning

October 1998

http://www.raritanval.edu/ncrp/

Performance-based Funding and Budgeting

Performance-based funding and budgeting represent a dramatic departure from traditional budgeting which is generally based on current costs, inflation, salary increases, enrollment levels, and special initiatives. Joseph C. Burke, who has studied this paradigm shift (see page 3 for his recent publication), noted in his presentation at the 1998 AIR Forum that the rationale for funding higher education has changed from "what states do for their colleges and universities to what colleges and universities do for their states." And, Brenda Norman Albright adds that it "alters educators' expectations that programs or institutions are entitled to a certain level of resources; instead it creates rewards for achievement and successful changes in institutional performance."

> **"We have been pleased at the system level with the results of Performance Based Funding. Although the dollars were minor, the institutions have taken the process seriously and have used it as a means to improve..."**
>
> Pat Windham, Director
> Educational Effectiveness and Research
> *Division of Community Colleges*

There are many reasons for this paradigm shift, including the public's demand for effective use of tax dollars, increased accountability, more information on performance outcomes, better and more flexible service delivery, and competition for public dollars from other sectors. Students appear to be taking longer to graduate and often accrue more units than necessary for graduation.

Nearly two decades ago, Tennessee was the first state to experiment with performance funding/budgeting and now over half of the states base some of their allocations on the campuses' performance. All but five states indicate they are likely to do so within five years

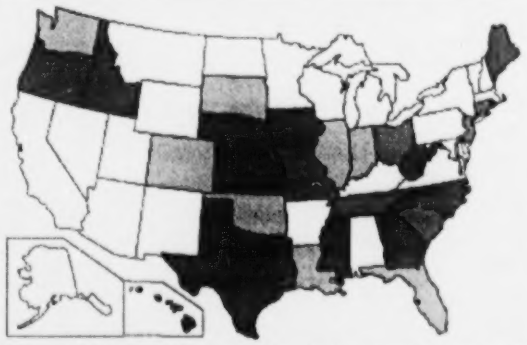
Performance budgeting is defined as the subjective practice that takes into account various areas of performance in determining as institution's overall appropriation and lets state officials retain discretion over how much to alter the college's bottom line; 21 states use performance budgeting, up from 16 last year. Performance funding uses a formula to determine how much to give a college that has met a prescribed goal or specified standards of performance; 14 states use performance funding, including eight that also use performance budgeting

The states in which the programs have been more effective apply performance funding/budgeting to only a small portion of the colleges' budgets, generally less than 5%, they reward successes rather than penalizing failures, and they enable the institutions to select some of the indicators.

The number of indicators used varies greatly from state to state. Some states limit them to three or four and others, like South Carolina, are phasing in 37 indicators (refer to the March 1998 edition of Parameters for a listing of South Carolina's indicators). South Carolina's indicators address the broad areas of mission focus, quality of faculty, instructional quality, institutional cooperation and

Continued on page 3

Performance-Based Financing in the States



- These states use a formula to determine how much money to give public colleges for meeting certain prescribed goals.
- These states take the performance of public colleges loosely into account in determining campus appropriations.
- These States use both approaches. They give colleges an appropriation based on overall performance, but set aside a pool of money to provide campuses with financial incentives to meet specific goals.

Source: The Public Higher Education Program of the Rockefeller Institute of Government at the State University of New York

Chronicle map by Jasmine Stewart

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President's Corner

The newly elected NCRP board took office July 1 and has begun to make headway on several tasks. We are largely a new crew. New officers include our newly elected president-elect, Alan Sturtz and, because of some resignations last year, seven new regional directors. At the officers' telephone conference call in mid-July, we learned from Karen Conklin, our secretary-treasurer, that NCRP membership was then up to 523 members, an all-time high. I was really pleased about that, and want us all to continue networking with one another and using various NCRP resources to our mutual benefit.

SOMETHING NEW AT NCRP MEETING, May 29-30, at SEATTLE. On the Saturday evening and Sunday afternoon prior to the opening session of the AIR Forum, NCRP is planning to provide a substantive program by and for NCRP in our Sunday afternoon time slot. We plan to move the announcement of our awards from the Sunday afternoon SIG session to the Saturday evening dinner to make room for this program in our Sunday afternoon time slot. President-elect Alan Sturtz is planning this new event. As you make your travel plans for Seattle, consider flying in on Saturday, May 29, in time for our NCRP Recognition and Awards Dinner at 6:00 P.M.. The AIR Forum continues until noon Wednesday, June 2.

NOMINATIONS FOR BEST PAPER. All of us can be helpful to NCRP by being on the lookout now for outstanding papers at our regional and state conferences this fall. Papers should be by NCRP members and, mainly, about two-year colleges. One of the first things to happen in NCRP each year is the announcement in mid-December of a best NCRP paper for presentation at the next AIR Forum. The paper should have been prepared or presented in the November 16, 1997 - November 15, 1998 time frame, but cannot have been presented at last spring's AIR Forum in Minneapolis. We need to meet an AIR Committee deadline of December 15. If you encounter a paper you think should be considered, please let your regional director know, and send me a copy.

VOLUNTEERS FOR SELECTING BEST NCRP PAPER for 1997-98. Please contact me if you would like to volunteer to serve as an evaluator for papers submitted for NCRP's Best Paper Award. One of the roles of NCRP is to reinforce good work. We gain some impartiality in selecting the Best Paper by seeking representation from various regions and by using rating forms (5 specific criteria, 1 overall; 6-point scales). Each reader rates each paper. We simply combine the ratings to determine a winner. To volunteer, reach me at <genea@oakton.edu>, 847/ 635-1667, or at the Office of Research, Oakton Community College, 1600 E. Golf Road, Des Plaines, IL 60016.

—Eugene Atkin
Coordinator, Research and Planning
Oakton Community College

Message from President-Elect

At the Minneapolis forum, the NCRP officers discussed a revision in the Saturday/Sunday NCRP activities at the AIR Forum. We are considering the following:

- Presenting our special awards and conducting some of the "lighter" business at dinner Saturday evening, thereby giving a bit of entertainment to the dinner party.
- Focussing the Board of Directors meeting on annual reports from the president and the directors and goal setting for the following year.
- Making the Sunday afternoon session [SIG @ 3:00 P.M.] a professional presentation by and for NCRP members.

For the Seattle forum, the officers thought that this would be the best opportunity to do a panel of regional directors discussing performance indicators from the states in their region. Loretta Seppanen, NCRP past president and Senior Research Manager for the Washington State Board of Community and Technical Colleges, has volunteered to facilitate the session. Many directors are from states or in regions where state funding is in some way tied to institutional performance or where it is on the horizon.

Also, I urge you to volunteer to be AIR session facilitators, if you will be going to the forum anyway. Now is the time to contact Karen Conklin to volunteer. Remember, it is possible to be both a presenter and a facilitator at AIR.

—Alan J. Sturtz
Director, Institutional Research & Planning
Gateway Community Technical College

Performance-based Funding, continued from front page

collaboration, administrative efficiency, entrance requirements, graduates' achievements, user-friendliness of the institution, and research funding.

Among the most common indicators, as noted by Peter Ewell (1994) are:

- Enrollment/graduation rates by gender, ethnicity, and program
- Degree completion and time to degree
- Persistence/retention rates by grade, ethnicity, and program
- Remediation activities and indicators of their effectiveness
- Transfer rates to and from two- and four-year institutions
- Pass rates on professional exams
- Job placement data on graduates and graduates' satisfaction with their jobs
- Faculty workload and productivity in the form of student/faculty ratios and instructional contact hours.

Top Performance Measures Listed by SHEEO's Survey:

Measure	States
Graduation rates	32
Transfer rates	25
Faculty workload or productivity	24
External or sponsored research funds	23
Follow-up satisfaction studies	23
External or sponsored research funds	23
Remediation activities/effectiveness	21
Pass rates on licensure exams	21
Degrees awarded	20
Placement data on graduates	19
Admissions standards and measures	18
Total student credit hours	18
Number and percentage of accredited programs	13

NCRP list-serv

The NCRP list-serv has been quite busy in the past few months. If you have e-mail but have not been receiving messages, you need to send the message to subscribe again (see back page). Some systems periodically unsubscribe computers from listservs, and the member then has to enter a new subscription. The NCRP list serv is free, and does not require the use of an ISP, but can be accessed via any of the free e-mail services out there, free - but paid for by advertisers like magazines or newpapers.

Success criteria include institutional improvements with thresholds and targets, comparison with peers, or past performance.

According to Albright, states that have implemented performance based funding identify the following advantages:

- Builds support from political leadership for higher education
- Serves as an incentive to improve performance
- Provides an alternative to enrollment-based subsidy approaches
- Responds to calls for accountability
- Connects planning goals with the budget
- Serves as an image and credibility builder to reinforce confidence in higher education
- Results in better communication with political leaders
- Is more effective than considering only inflation and enrollment growth

Some difficulties encountered in designing a system, include:

- Balancing institutional autonomy with state level review and control
- Addressing the complexities of measuring quality, particularly in student learning
- Dealing with conflicts when institutions "lower the bar" in setting goals
- Using only quantitative measures that negate important institutional processes
- Finding measures that adequately reflect differences in institutional mission
- Adjusting to annual changes in legislative priorities rather than responding to long range goals. ■

New Publication

Joseph C. Burke, Andreea M. Serban, Editors *Performance Funding for Public Higher Education: Fad or Trend?* New Directions for Institutional Research #97. Published by Jossey-Bass, ISBN: 0-7879-1417-7, July 1998, 108 pages $23.00

The chapters in this volume examine the conflicts and issues raised by performance funding, as well as the similarities and differences in state programs. They reflect the information gathered and lessons learned from a national study of performance funding supported by The Pew Charitable Trusts. Joseph C. Burke is director of the Public Higher Education Program at the Nelson A. Rockefeller Institute of Government in Albany, New York. Andreea M. Serban is research associate at the Public Higher Education Program, Nelson A. Rockefeller Institute of Government, Albany, New York.

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American Community College Student Profile

AACC and ACT will be working together to produce an annual survey specifically designed for the community college student population. The survey will focus on four primary areas of community college student experiences:

- Access and reasons for selecting the college
- Learning and satisfaction
- Goals and intent
- Transitions.

An advisory team will be coordinated to provide direction for the survey. ACT will provide expertise in framing the questions and coordinating and processing the surveys. A publication of the survey results will be provided to member institutions.

The survey will look at students in a cross-section of credit and noncredit classes offered by a sample of volunteering community colleges nationwide. AACC is expecting a tight time line to get the pilot survey ready for spring 1999. The first, full-scale survey is planned for fall 1999. For additional information contact Margaret Rivera, <MRIVERA@AACC.NCHE.EDU> or Kent Phillippe, Greg Kienzl at AACC 202/728-0200. ■

NCRP Board Members Appointed to National Advisory Panel

Frankie Santos Laanan, Harriet Calhoun, and Jim Palmer were recently appointed to serve on the National Advisory Panel for a new joint venture between AACC and ACT to develop a national benchmark survey that describes the goals, expectations, and needs of the diverse community college student population. AACC and ACT are proud to be partners in this groundbreaking effort to establish a survey that can be efficiently administered and that considers the full range of students who attend community college classes. The ultimate goal of this project is to collect a broad range of personal and demographic information that can be used as baseline data for trends of student progress. The data collected in this project will better inform community college leaders, local and national policy makers, and legislators, about the nature of community colleges and the students who attend them. It will also provide a tool for individual colleges to analyze their own student population against national benchmarks. Other panel members come from a variety of job functions including community college presidents, institutional researchers, workforce development specialists, and student services personnel. A pilot study will commence this fall and the review of the results begins next spring.

Upcoming Publication

Jorge R. Sanchez, Director, and Frankie Santos Laanan, Senior Research Analyst, Coast Community College District, Office of Vocational Education and Institutional Research, are editing an upcoming New Directions for Community Colleges volume entitled, "Students' Post-College Earnings: Accountability and Performance Measures." The volume highlights the multi-state perspective on the use of administrative databases to evaluate students' post-college earnings. Contributing authors from California, Florida, North Carolina and Washington discuss legislative issues, research and methodological efforts, and institutional case studies on this topic. A December 1998 publication, the volume will be available from Jossey-Bass Publishers in January 1999. Both are active members of NCRP. ■

Journal of Applied Research in the Community College

NCRP's *Journal of Applied Research in the Community College* continually welcomes articles and studies that communicate innovative practices in applied research that supports educational and administrative decision making at the institutional, state and national levels. The Journal publishes manuscripts detailing the objectives, methods, and findings of studies conducted to assess student outcomes, evaluate programs and services, determine community educational needs, project the impact of proposed legislation or otherwise provide information needed by those setting educational and administrative policy for community colleges. Besides providing insights into emerging policy issues, articles accepted for publication describe research models that can be replicated by readers in their own policy studies.

Manuscripts should be 10 to 20 pages in length (double-spaced) and should be sent to the editor in both paper copy and—if possible—on computer diskette (in Wordstar or WordPerfect). Each manuscript should be accompanied by an abstract of 150 words or less, along with a brief biographical sketch of the author(s). For further details consult the web page <http://www.raritanval.edu/ncrp/journal.html> or contact

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Regional News

Region III, Hershel Alexander, Regional Director

(hershela@charles.cc.md.us)

DE, DC, MD, PA, VA, WV

At Thomas Nelson Community College in Hampton, Virginia, Michael Quanty is wrapping up a two-year stint as project director for a FIPSE grant. The funding allowed him and colleagues Richard Dixon (TNCC) and Dennis Ridley (Christopher Newport University) to develop a generic version of their Course-Based Model of Transfer Success, a new paradigm for measuring and improving the college transfer function. The model compares performance in university courses for students who completed prerequisites at community colleges with that of students who completed prerequisites at the university. This pinpoints exactly where any problems exist so faculty can improve course articulation. They now have tested the model statewide in Virginia and are preparing for a national dissemination. You can get full details on the project at their web site: http://www.cnu.edu/cbmts.

Delaware Technical & Community College (DTCC), in collaboration with the State of Delaware, has developed a comprehensive career enrichment program focused on computer training. Developed in 1996, this partnership enables state employees to take advantage of more than 20 different training sessions designed to enhance professional skills and effectiveness in the workplace.

State employees are able to take classes—free of charge—at any of the four DTCC campuses during regularly scheduled work hours. Courses offered through the career enrichment program provide appropriate training based on an employee's skill level: from basic to advanced. The courses include Microsoft Windows, Word, Excel, Desktop Publishing, LAN, Visual Basic, PowerPoint, Access and Page Maker.

Since its inception, DTCC has trained over 3,800 state employees. Equally important, of the employees that have taken classes at DTCC, 99 percent stated that they were satisfied with their courses and results. Contact Pamela Bailey, Vice President, Academic Affairs, at 302/ 739-6819 for additional information.

This fall, NCRP members from a number of Maryland community colleges will participate in a joint NEAIR conference presentation about recent studies that two-institutions in the state have completed to investigate the transition from high school to college. These individuals include Gayle Fink and Michelle Appel (Anne Arundel Community College), Hershel Alexander and Yun Kim (Charles County Community College), Koosappa Rajasekhara (Dundalk Community College), Dan McConochie (Howard Community College), Ruth Ganes (Montgomery College), and Karl Boughan (Prince George's Community College). Many of these colleagues hope to participate in the presentation of this session at the upcoming Seattle AIR conference as well.

Craig Clagett (Prince George's Community College) continues his work as NEAIR President. The annual NEAIR conference will be in Philadelphia from November 14 through November 17. Alan Sturtz (NCRP President-elect) will convene a meeting of NCRP members and of other two-year college professionals. In addition, the NEAIR program will offer community college presentations throughout the conference period. People who are interested in submitting NEAIR proposals should contact Helen Schneider (Assistant Vice President for Administration and Finance at Loyola College, MD) hschneider@mailgate.loyola.edu

In other news, Jean Frank (Research Analyst at Howard Community College) has been elected to a one-year term as President-elect of the Maryland Community College Research Group. The first MCCRG meeting of FY99 was hosted by Gohar Farahani on September 18, 1998 at Frederick Community College.

Region VII: Ron Pennington, Regional Director

(rpennington@chuck.stchas.edu)

IA, KS, MO, NE

Nebraska: Six community college areas within the state are involved with a Post-Secondary Measures and Standards project that is now entering its fifth season. On a voluntary basis, the group is developing some common data sets across the six community college systems. In addition, three community college systems are gearing up for North Central accreditation visits within the next two years. These reviews will emphasize the use of outcome measures at the various institutions.

Missouri: Community colleges and public four year colleges/universities throughout the state met with staff from the Missouri Coordinating Board of Higher Education on July 22 to discuss upcoming data reporting requirements. Agenda items included: changes to EMSAS (the state's data base system for post-secondary institutions), IPEDs submissions and report changes, a discussion about future state performance indicators.

MIDAIR conference: This year's MIDAIR conference will be held in Springfield, Missouri from Wednesday, October 14 through Friday, October 16. The conference theme for this year will be Research, Assessment, and Planning: Partners for a More Predictable Tomorrow. If you wish to make arrangements for attending the conference, contact Julia M. Duckwall (MIDAIR's treasurer), at 913-469-8500, ext. 3444.

Region IX: Frankie Santos Laanan, Regional Director

(flaanan@cccd.edu)

AZ, CA, HI, NV, the Pacific Trust

In August 1998, Governor Pete Wilson signed the state budget for California. Included in the state budget was $100 million earmarked for a system-wide accountability program referred to as "Partnership for Excellence" (PE) designed to assist the California Community Colleges (CCC) in making progress toward five specific outcome measures: 1) transfer, 2) degrees and certificates, 3) successful course completion, 4) workforce development, and 5) basic skills improvement. The funds will be allocated by the Chancellor's Office to local districts on a per-FTES basis. Districts are expected to use the funds to invest in infrastructure and program enhancements, which will increase performance toward the system goals. Specifically, in exchange for receiving a commitment of new state funds, local community college districts agree to make progress toward specific system outcome measures and to report the data to demonstrate such progress. The underlying PE program will provide California's taxpayers with greater accountability – and community colleges with additional resources – to ensure that the CCC can continue working together to prepare California for the twenty-first century.

With the allocation of funds, institutional researchers and planners will play an integral role in developing and operationalizing the five outcome measures. According to Jon Kangas, President of The Research and Planning Group (RP), the organization in California that represents research and planning professionals in the community college system, efforts are currently underway to develop a position paper on PE to reflect the research and planning perspective. The Board welcomes comments and insights on this matter.

In other regional news, the University of Hawaii (UH) system recently became autonomous from the State legislature. Since the state still currently funds part of the UH budget, this does not constitute complete or full autonomy. Given this new status for UH, the system will now have to show that it will be more efficient than before. In the last five years, the tuition at the UH has increased substantially. Between 1994 and 1996, the tuition at the community colleges increased by 86% while the senior institutions increased by 216%. Frank Abou-Sayf, Assistant to the Provost of Kapiolani Community College and a member of NCRP, has embarked on a study to examine the extent to which tuition increases impact students' grades and on the mobility of students among various campuses of the same system. Dr. Abou-Sayf anticipates having results from this study this fall.

The California Association for Institutional Research (CAIR) will be holding its annual conference on November 12-13 in San Diego at the Double Tree Hotel in Mission Valley. The theme for the conference is "Meeting the Challenges of Change in California Higher Education." Representatives from the University of California, California State University, CCC, and Independent Colleges and Universities will present research papers and panel discussions on important research and policy issues. For more information, contact Fran Horvath, Conference Chair at 818/ 677-3277 or via email at fran.horvath@csun.edu or visit the CAIR web site at http://www.cair.org

The Research and Planning Group (RP Group) for California Community Colleges has several workshops, resources, and meetings slated for this fall. First, a Planning and Resource Guide #2 will be available in fall 1998 from Julie Slark of the Rancho Santiago Community College District for $15. The Guide will cover planning topics of interest such as linking plans with decision making, monitoring and evaluating plans, motivating staff to plan, and master planning. Julie Slark can be reached at 714/ 480-7460 and her email address is slark_julie@rsccd.org. Second, the RP Group sponsored two workshops entitled, "Partnership for Excellence and Performance-Based Funding: New Era for Community Colleges." The Northern workshop was held on September 11 at the Peralta Community College District in Oakland; the Southern workshop, on September 18 at Santiago Canyon College in Orange. The speakers included representatives from the California Community College Chancellor's Office, The RP Group, Washington State Board for Community and Technical Colleges, and the Academic Senate of the CCC. Finally, sponsored jointly by the RP Group, WASC/AACJC and the State Chancellor's Office, two Assessment Institutes will be held during the 1998-99 year. The purpose of the institutes is to provide strategies for the assessment of learning. The theme for both institutes is "Using Assessment to Improve Student Learning and Success."

Peter Ewell, nationally known for his research, will be keynote speaker at the Fall Institute, which will be hosted by College of the Desert (CD), and is scheduled for October 13-15 at the Palm Springs Hyatt Hotel. Contact Edward Morante of CD at 760/ 773-2556 for more information. Registration materials will be available at a later date. Information about the Spring Institute, which will be held in Northern California, will be available at a later date. For more information about RP Group events or general information, visit their web site at http://www.rpgroup.org

The state of California has privatized its virtual university, turning it into the California Virtual University Foundation. The CVU Foundation includes the state's main university systems—the University of California, California State University and the California Community College organization—and several high-tech companies such as Sun Microsystems, Cisco Systems, Pacific Bell and Oracle. The Virtual University provides students a choice of 1,600 courses offered by 95 schools, all of which are available entirely online. <http://www.cccco.edu/cccco/gen/cvuindx.htm>

I would like to encourage members from the Southwest Region to be actively involved with NCRP. The organization provides excellent opportunities for networking and exchanging of resources. Please keep me informed of meetings, workshops, research projects, and policy or legislative issues from your respective state. Only through the dissemination of information can others in the region and the national membership benefit from the exchange of information. I can be reached at 714/ 438-4706 or via email.

Region X: Jack Bautsch, Regional Director *(bauts@seaccc.ctc.edu)*
AK, ID, OR, WA, British Columbia

Statewide surveys are on the agendas of community colleges in both Oregon and Washington. Oregon's community colleges administered the Northwest Edition of the ACT student Opinion Survey to students enrolled in spring quarter 1998. Data analysis and interpretation and policy reconsideration will occupy much of the coming year. Washington community colleges are preparing to re-administer the Community College Student Experiences Questionnaire in the fall of 1999, having last given it to 16,000 students in December of 1996. Researchers from several colleges are working with the instrument's authors to make revisions based upon the earlier administration. For further information about these efforts, contact Judi Knutzen at Columbia Basic College (WA): jknutzen@ctc.edu.

Bob Cowin, institutional researcher at Douglas College (BC) recently reviewed *The Focus Group Kit* (Sage, 1998; ISBN 0-7619-0760-2)) and found it "polished, practical, and readable." His review appeared in the Summer 1998 newsletter of the Pacific Northwest Association for Institutional Research and Planning. The kit consists of six volumes: 1:The Focus Group Guidebook; 2: Planning Focus Groups; 3: Developing Questions for Focus Groups; 4: Moderating focus Groups; 5: Involving Community Members in Focus Groups; 6: Analyzing and Reporting Focus Group Results. Cowin made special note of volume 5, whose purpose is "equipping and empowering lay people to conduct focus groups as part of the research efforts of professionals"—a valuable contribution to IR professionals who resources or "who need to involve others to promote acceptance of research findings." The kit's detailed table of contents makes for ease of use, and at approximately $100, its price tag "makes for cost-effective professional development."

Five community and technical colleges in Washington have recently created institutional research offices, according to Loretta Seppanen of the State Board for Community and Technical Colleges. This represents a "substantial growth in the number of staff with specific responsibilities for data analysis and research in the 32-college system." Historically, Washington's two-year colleges have relied on centralized data collection and analysis, either through the State Board or through the system's statewide computing consortium. If these new researchers reflect the 14 IR newcomers surveyed by David Waggoner (University of Oregon) and the October 1997 PNAIRP conference, most would be liberal arts majors, two-thirds would have advanced degrees, half would have worked in higher education for nine years, and 70% of them would have held other positions within higher education before entering the field of research.

Putting It All Together: IR after the '90's is the theme of the 20th Annual PNAIRP conference coming up on October 22-23, 1998, in Spokane (WA). Conference chair Craig Taylor (Lane Community College, OR) promises that the conference will "look at some of the issues that are challenging us—measuring institutional effectiveness/performance, assessing student learning, strategic planning, supporting implementation of institutional change—and trying to find coherent threads that link them." Bill Moore, Coordinator of Student Outcomes/Assessment for Washington community colleges, is the conference keynote speaker. Registration information is available from Juliette Stoering (stoerij@oirp.pdx.edu). ■

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